



ST BARNABAS CE VC PRIMARY SCHOOL

Policy to Promote Healthy Relationships and Choices (Relationships and Sex Education) –

Last Review Date	Next Review Date	Changes	Committee
January 2017	September 2020	To meet new statutory and non-statutory guidelines	Ethos
May 2021	September 2022	Adjustments in light of parental consultations on sex education	Ethos

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1. Aims

The aims of relationships and sex education (RSE) at St Barnabas Primary School are to:

- › Provide a framework in which sensitive discussions can take place
- › Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- › Help pupils develop feelings of self-respect, confidence and empathy
- › Create a positive culture around issues of sexuality and relationships
- › Empower children to speak out when they do not feel safe
- › Teach pupils the correct vocabulary to describe themselves and their bodies

St Barnabas Primary School has six core values: friendship, trust, respect, unity, justice and peace. When delivering relationships education, the value of respect will form the whole school termly focus, enabling discussions to be based around the theme of respect for each other.

2. Statutory requirements

As a maintained primary school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At St Barnabas we teach RSE as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, parents and governors. The consultation and policy development process involved the following steps:

1. Review – a member of staff gathered together all relevant information including relevant national and local guidance.
2. Governor consultation – the Ethos committee were given the opportunity to explore national guidance and discuss in relation to being a Church of England School.
3. Parent consultation – parents were invited to attend meetings outlining the national guidance, as well as follow up workshops, to explore and comment on the curriculum aims for each year group.
4. Staff consultation – teachers were provided with curriculum aims and asked to comment.
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

RSE involves two elements: Relationships Education and Sex Education.

Relationships Education is statutory. Sex Education as part of RSE is non-statutory.

RSE is about the emotional, social and cultural development of pupils. It gives pupils the essential skills for building positive, enjoyable, respectful and non-exploitative relationships. It teaches pupils how to stay safe both on and offline.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

Through Sex Education, children learn age-appropriate skills and knowledge about the body, reproduction and sex. Some elements are covered as part of the statutory Science Curriculum.

5. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary. Any significant changes would be made in consultation with stakeholders.

We have developed the curriculum in consultation with stakeholders, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

For more information about our curriculum, see our curriculum map in Appendix 1.

6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum, using Jigsaw. Some of the biological aspects of RSE are taught within the science curriculum.

Relationships education focuses on teaching the fundamental building block and characteristic of positive relationships including:

- Families and people who care for me

- › Caring friendships
- › Respectful relationships
- › Online relationships
- › Being safe

Relationships Education is taught using the puzzle piece, 'Relationships' from Jigsaw. Each year group from Reception to Year 6 use an age appropriate puzzle piece for this area of learning (see appendix 1).

Sex education is taught through Jigsaw and the Science Curriculum. Using Jigsaw, pupils explore the puzzle piece, 'Changing Me.' These lessons look at change and coping with change in lots of contexts, for example puberty. Each year group from Reception to Year 6 use an age appropriate puzzle piece for 'Changing Me' (see appendix 1).

As part of the statutory Science National Curriculum, pupils are taught about life cycles and offspring and human development, including puberty and reproduction.

For more information about our RSE curriculum, see Appendices 1 and 2.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

7. Roles and responsibilities

7.1 The governing board

The governing board will approve the RSE policy, and hold the headteacher to account for its implementation.

7.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from sex education components of RSE (see section 8).

7.3 Staff

Staff are responsible for:

- › Delivering RSE in a sensitive way
- › Modelling positive attitudes to RSE
- › Monitoring progress
- › Responding to the needs of individual pupils
- › Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory sex education components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

Those teaching RSE at St Barnabas are:

Ashley Lewis – Year R/1 teacher

Sarah Fowkes – Year 2/3 teacher

Debbie Fisher – Year 2/3 teacher and Headteacher

Clare Hume – Year 4/5 teacher

Cat Kupai – Year 4/5 teacher

Giorgos Georgiou – Year 6 teacher

Stella Odle – Teaching Assistant

Steve Brice – Teaching Assistant

Zoe Davidson – Learning Mentor

Edwina Bruford – Learning Mentor

Kate Testo – Learning Mentor

7.4 Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

8. Parents' right to withdraw

Parents' do not have the right to withdraw their children from Relationships Education as this is statutory.

Parents' have the right to withdraw their children from the non-statutory components of Sex Education within RSE. They do not have the right to withdraw their children from the science curriculum.

Requests for withdrawal from the non-statutory components of Sex Education should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

Alternative work will be given to pupils who are withdrawn from Sex Education.

9. Training

Staff are trained on the delivery of RSE as part of the school's continuing professional development calendar.

Visitors from outside the school, such as school nurses and members of the Jigsaw team, may also be invited in to train staff teaching RSE.

10. Monitoring arrangements

The delivery of RSE is monitored by the senior leadership team.

Both the policy and classroom delivery will be monitored and evaluated as part of the regular cycle of self review.

Procedures will include:

- evaluation by pupils of both individual sessions and the whole programme focussing on learning outcomes and appropriate delivery
- SLT evaluation of the programme.

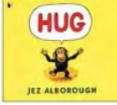
Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

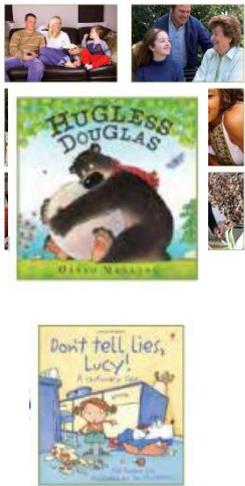
This policy will be reviewed by the headteacher, annually. After every review, the policy will be approved by the governing body.

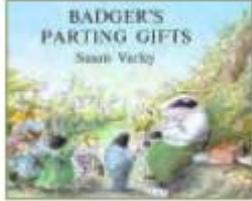
Appendix 1: Curriculum map

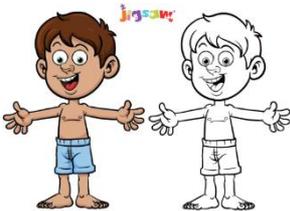
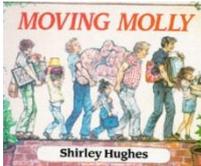
Relationships and sex education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Reception	Term 5	<p>Relationships Education in Reception provides children with the opportunity to talk about their own family and who is in it. They also explore friendships and learn how to manage fallings out with others.</p> <ul style="list-style-type: none">- My family and me- Make Friends, Make Friends Never Ever Break Friends! Part 1- Make Friends, Make Friends Never Ever Break Friends! Part 2- Falling Out and Bullying Part 1- Falling Out and Bullying Part 2- Being the Best Friend We Can Be	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 1	Term 5	<p>Relationships Education in Year 1 provides children with the opportunity to talk about the members of their family and understand that there are different types of families. Children also explore friendship, people who help them and begin thinking about personal touch in relation to greetings. They explore their feelings around this and learn that it is ok to say no to something they don't like.</p> <ul style="list-style-type: none"> - Families - Making Friends - Greetings - People who help us - Being My Own Best Friend - Celebrating My Special Relationships 	<p>Match animal families.</p>  <p>Books</p>    <p>Greetings</p> 

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 2	Term 5	<p>Relationships Education in Year 2 provides children with the opportunity to identify the different members of their family and to explore their relationship with each of them. They accept that every family is different. Children explore physical touch and say what touch they do and do not like, in relation to family relationships. Children explore friendship and learn how to resolve conflict. They also start exploring the idea of secrets and learn that some secrets (worries) should be shared with a trusted adult. Teachers and adults will be alert to any disclosures made and follow the school's safe guarding policy.</p> <ul style="list-style-type: none"> - Families - Keeping Safe - Exploring Physical Contact - Friends and Conflict - Secrets - Trust and Appreciation - Celebrating my Special Relationships 	<p>Families</p>  <p>Books</p>
Year 3	Term 5	<p>Relationships Education in Year 3 enables children to identify the different roles and responsibilities of each member of their family. They begin exploring stereotypes and reflect on the expectations for males and females. Children continue explore friendships and conflicts and begin finding out about their role as global citizens, in relation to the United Nations Convention on the Rights of the Child.</p> <ul style="list-style-type: none"> - Family Roles and Responsibilities - Friendship - Keeping Myself Safe, including online - Being a Global Citizenship 1 - Being a Global Citizenship 2 - Celebrating my Web of Relationships 	<p>Books</p> 

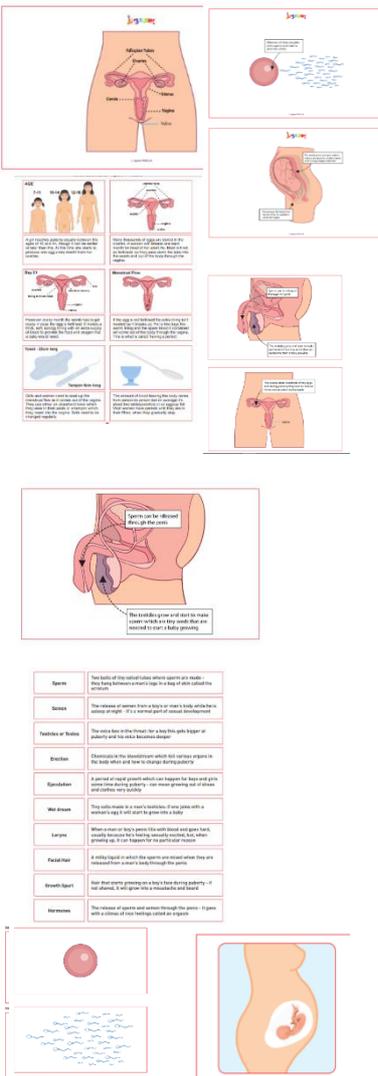
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Year 4	Term 5	<p>Relationships Education in Year 4 builds on the learning from Year 3. Children begin to explore the concepts of love and loss, largely in relation to animals. This includes exploring why animals are special and children are introduced to the idea of vegetarianism.</p> <ul style="list-style-type: none"> - Relationship Web - Love and Loss - Memories - Are animals special? - Special Pets - Celebrating my Relationships with People and Animals 	<p>Books</p>  
Year 5	Term 5	<p>Relationships Education in Year 5 provides an opportunity for children to explore self esteem and their own personal qualities. Children spend time exploring online communities, gaming and safety, as well as considering screen time and the effects of this.</p> <ul style="list-style-type: none"> - Recognising Me - Safety with online communities - Being in an online community - Online gaming - My relationship with technology: screen time - Relationships and technology 	<div style="display: grid; grid-template-columns: 1fr 1fr; gap: 5px;"> <div data-bbox="1070 920 1241 1016"> <p>'Chat Attack' This game is for players aged 5-12. This is a puzzle game where players have to solve puzzles together to stop the alien creatures from taking over the planet Zor. Players can message each other live in the game to suggest different strategies and team work ideas. Can be played on phone, PC and tablet.</p> </div> <div data-bbox="1246 920 1417 1016"> <p>'Blockage' This game is for players of all ages. Sequence their randomly shaped blocks that fall from the sky to build the highest possible tower. The game features a head phone chat option so players can chat live to others. Can be played on phone, tablet and PC.</p> </div> <div data-bbox="1070 1039 1241 1135"> <p>'Zombie death race' This game is for players aged 18 and above. Can you win the Zombie death race? Build your Zombie car and race against others to complete for the ultimate prize. This game contains violent images and bad language. Live video link to other players is available. Private message with your friends via Instagram and Snapchat. Can be played on phone, tablet and PC.</p> </div> <div data-bbox="1246 1039 1417 1135"> <p>'Ultimate survivor' Be the last person standing. Create your avatar, stock up at the magical weapons store and fight to the death. Join your friends to combat to wage war on others. No age limit has been agreed for this game yet. Messaging available through Snapchat. Win and trade new skins by gambling them in the magical casino. Can be played on phone, tablet and PC.</p> </div> <div data-bbox="1070 1158 1241 1254"> <p>'Jackpot Jack' Bet credits in the fantasy casino. Play slot machines and turn your credits into real cash. Suitable for ages 18 and over. Credits can be bought through in app purchases. Can be played on phone, tablet and PC.</p> </div> <div data-bbox="1246 1158 1417 1254"> <p>'Crazytown' Build your fantasy team and create the characters who live there. What will happen when the monsters attack or the unicorns take over? You can choose what happens to your fantasy team. Be as crazy as you want! In app purchases are needed for higher levels. Messaging available on Snapchat and Instagram. Gamble your items in the team casino to win better skins and equipment. Can be played on phone, tablet and PC.</p> </div> </div>
Year 6	Term 5	<p>Relationships Education in Year 6 provides an opportunity for children to explore mental health. They also further explore love, loss and grief and consider power and control, including online.</p> <ul style="list-style-type: none"> - What is mental health? - My mental health - Love and Loss - Power and Control - Being online – real or fake? Safe or unsafe? - Using technology responsibly 	

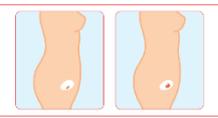
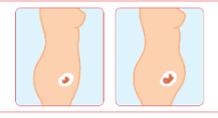
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Reception	Term 6	<p>Sex Education in Reception</p> <p>Changing Me deals with change of many types, from growing from young to old, becoming a teenager, assertiveness, self-respect and safeguarding. In Reception, the children start to think about their body and label some simple body parts (see lesson one). They do <u>not</u> learn about puberty or how babies are made as this learning takes place much later in Key Stage 2. The learning that takes place before Year 6 will form firm foundations for future learning. Please see below for detailed information about what the Reception pupils will be learning.</p> <ul style="list-style-type: none"> - My body - Respecting my body - Growing up - Fun and Fears - Celebration 	  
Year 1	Term 6	<p>Sex Education in Year 1</p> <p>Changing Me deals with change of many types, from growing from young to old, becoming a teenager, assertiveness, self-respect and safeguarding. In Year 1 the children do <u>not</u> learn about the scientific names and functions of body parts, puberty or how babies are made as this learning takes place much later in the school. The learning that takes place before Year 6 will form firm foundations for future learning. Please see below for detailed information about what the Year 1 pupils will be learning.</p> <ul style="list-style-type: none"> - Life Cycles - Changing Me - My Changing Body - Learning and Growing - Coping with Changes 	   

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 2	Term 6	<p>Sex Education in Year 2</p> <p>Changing Me deals with change of many types, from growing from young to old, becoming a teenager, assertiveness, self-respect and safeguarding. In Year 2 the children learn about the scientific names and functions of body parts and the differences between boys and girls bodies. They <u>do not</u> learn about puberty or how babies are made as this learning takes place later in Key Stage 2. The learning that takes place before Year 6 will form firm foundations for future learning. Please see below for detailed information about what the Year 2 pupils will be learning.</p> <ul style="list-style-type: none"> - Life cycles in nature - Growing from young to old - The changing me - Boys and girls' bodies - Assertiveness - Looking ahead to Year 3 	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 3	Term 6	<p>Sex Education in Year 3</p> <p>Changing Me deals with change of many types, including life cycles in nature and conception to growing up. The children also explore stereotypes, such as female and male roles. In Year 3, the children learn how babies grow and develop in the mother's uterus and find out about what a baby needs to live and grow. The children <u>do not</u> learn about puberty or how babies are made as this learning takes place later in Key Stage 2. The learning that takes place before Year 6 will form firm foundations for future learning. Please see below for detailed information about what the Year 3 pupils will be learning.</p> <ul style="list-style-type: none"> - Life cycles in nature (adapted from Year 2) - How babies grow - Babies - Family stereotypes - Looking ahead to Year 4 	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 4	Term 6	<p>Sex Education in Year 4</p> <p>Changing Me deals with change of many types, including puberty. Children learn how boys and girls bodies change as they get older and consider changes outside and inside the body. The learning that takes place before Years 5 and 6 will form firm foundations for future learning. Please see below for detailed information about what the Year 4 pupils will be learning.</p> <ul style="list-style-type: none"> - Unique me - Outside body changes* (from year 3) - Inside body changes* (from year 3) - Circle of change - Accepting change - Looking ahead <p>*Outside body changes and inside body changes will be taught to boys and girls separately. The boys will be taught by a male member of staff and the girls will be taught by a female member of staff.</p>	

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Year 5	Term 6	<p>Sex Education in Year 5</p> <p>Changing Me deals with change of many types, from growing from young to old, becoming a teenager, assertiveness, self-respect and safeguarding. Self and body image, puberty and accepting change are diverse subjects for children to explore.</p> <p>Children learn about menstruation and conception.</p> <ul style="list-style-type: none"> - Self image and body image - Girls and puberty* (from Year 4) - Puberty for girls* - Puberty for boys* - Having a baby* - Conception* - Looking ahead <p>*Girls and puberty, puberty for girls, puberty for boys, having a baby and conception will be taught to boys and girls separately. The boys will be taught by a male member of staff and the girls will be taught by a female member of staff.</p>	 <p>The resources include several diagrams of the female reproductive system, a glossary of terms, and illustrations of a developing fetus in the womb.</p> <table border="1" data-bbox="1093 996 1284 1243"> <tr> <td>Sperm</td> <td>Has half of the genetic code which sperm are made from. It is a microscopic organism in a bit of oil called the acrosome.</td> </tr> <tr> <td>Ovary</td> <td>The release of ova from a body is in a body called the ovary.</td> </tr> <tr> <td>Puberty or Menstruation</td> <td>The release of ova from a body is in a body called the ovary.</td> </tr> <tr> <td>Conception</td> <td>When a sperm and an egg meet to form a new life.</td> </tr> <tr> <td>Fertilisation</td> <td>When a sperm and an egg meet to form a new life.</td> </tr> <tr> <td>Embryo</td> <td>A small mass of cells which can develop into a new organism.</td> </tr> <tr> <td>Fetus</td> <td>A developing human from the eighth week of pregnancy to birth.</td> </tr> <tr> <td>Infant</td> <td>A young child from birth to the age of two.</td> </tr> <tr> <td>Child</td> <td>A young person from the age of two to the age of 18.</td> </tr> <tr> <td>Adolescent</td> <td>A young person from the age of 12 to the age of 18.</td> </tr> <tr> <td>Teenager</td> <td>A young person from the age of 13 to the age of 19.</td> </tr> <tr> <td>Young person</td> <td>A young person from the age of 16 to the age of 25.</td> </tr> <tr> <td>Adult</td> <td>A person from the age of 18 to the age of 65.</td> </tr> <tr> <td>Older person</td> <td>A person from the age of 65 to the age of 85.</td> </tr> <tr> <td>Elderly</td> <td>A person from the age of 85 to the age of 100.</td> </tr> </table>	Sperm	Has half of the genetic code which sperm are made from. It is a microscopic organism in a bit of oil called the acrosome.	Ovary	The release of ova from a body is in a body called the ovary.	Puberty or Menstruation	The release of ova from a body is in a body called the ovary.	Conception	When a sperm and an egg meet to form a new life.	Fertilisation	When a sperm and an egg meet to form a new life.	Embryo	A small mass of cells which can develop into a new organism.	Fetus	A developing human from the eighth week of pregnancy to birth.	Infant	A young child from birth to the age of two.	Child	A young person from the age of two to the age of 18.	Adolescent	A young person from the age of 12 to the age of 18.	Teenager	A young person from the age of 13 to the age of 19.	Young person	A young person from the age of 16 to the age of 25.	Adult	A person from the age of 18 to the age of 65.	Older person	A person from the age of 65 to the age of 85.	Elderly	A person from the age of 85 to the age of 100.
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Has a favourite soap they always watch on TV	Has to do chores to earn pocket money	Sometimes reads teenage magazines	Is allowed to choose their own clothes when they go shopping																																				
When I was a baby in the womb I could wave my hands about	TRUE	When I was a baby in the womb I could smile and laugh	FALSE																																				
When I was a baby in the womb I could kick my feet	TRUE	When I was a baby in the womb I could breathe	FALSE																																				
When I was a baby in the womb I could suck my thumb	TRUE	When I was a baby in the womb I could make gurgling noises	FALSE																																				
When I was a baby in the womb I could get hiccups	TRUE	When I was a baby in the womb I could cry	FALSE																																				
When I was a baby in the womb I could wriggle around	TRUE	When I was a baby in the womb I could pick my nose	FALSE																																				

Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> • That families are important for children growing up because they can give love, security and stability • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed

TOPIC	PUPILS SHOULD KNOW
Caring friendships	<ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed
Respectful relationships	<ul style="list-style-type: none"> • The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	<ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online

TOPIC	PUPILS SHOULD KNOW
Being safe	<ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources

Appendix 3: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	